

# DEPARTMENT OF CORRECTIONS AND REHABILITATION



*Education Compliance Branch*

## **COMPLIANCE REVIEW FINDINGS**

### **Kern Valley State Prison**

December 8-12, 2008

#### **ADMINISTRATION**

G. Lynn Hada

#### **ACADEMIC EDUCATION**

Raul Romero, Donna La Rue

#### **VOCATIONAL EDUCATION**

Beverly Penland

#### **LIBRARY**

Jan Stuter

#### **FEDERAL SUPPLEMENTARY PROGRAMS**

Gary Sutherland

Sarita Mehtani

Mark Lechich

# COMPLIANCE REVIEW FINDINGS

## EDUCATION ADMINISTRATION SECTION

No.	INSTITUTION: Kern Valley State Prison (KVSP)		Yes/No or N/A	COMMENTS
	DATE:	December 8-12, 2008		
	COMPLIANCE TEAM:	G. Lynn Hada		
1.	<b>Allotments/Operating Expenses:</b> <ul style="list-style-type: none"> <li>Does the Principal maintain a budget tracking system to monitor the school departments' complete budget?</li> <li>Is there an annual spending plan to determine sub-allotments to programs, expenditures and their balance?</li> </ul>		Yes	
2.	Based upon current policy (amount of budget allotted) does it appear that a viable spending plan is in place in order for allocated funds to be fully utilized by year end?		Yes	
3.	Are funds allocated by Office of Correctional Education available and spent within program areas?		Yes	Funds were just recently allocated on December 8, 2008.
4.	Are funds tracked by funding source? General Fund, special Budget Change Proposal funding, Federal and State Grant Programs allocated by Office of Correctional Education?		Yes	
5.	Are allocated funds for the Bridging Education Programs, including Arts In Corrections (AIC), used to provide program services to inmates?		N/A	

# COMPLIANCE REVIEW FINDINGS

## EDUCATION ADMINISTRATION SECTION

6.	Are law library purchases funded by the institution's general budget?	<b>Yes</b>	This item is no longer applicable to the institution. It has been moved to a higher level. The following statement indicates that Office of Correctional Education is attempting to get the Law Library designated funds moved to Program 45 and the California Department of Corrections and Rehabilitation Agency Secretary has been briefed on the problem. The Office of Correctional Education Superintendent on July 3, 2008 provided the following written statement and Budget Change Letter #3 spreadsheet via an email; <i>"Here is the distribution to the field for funding for both the 06/07 and 07/08 Gilmore collection. We have already processed the 08/09 purchases out of our office and they are currently in Procurement. As the 08/09 budget has not been signed we don't have initial 08/09 allotment to the field. The funding in this BC3 is from Program 45—not the institution Program 25 funds. The Financial Information Memorandum permanently moving Library to education in 2006 is still valid. Due to lack of designated funds we have flagged this to Office of Attorney General and Office of Court Compliance. Furthermore we've briefed Matt Cate and have written a proposal for the funding."</i>
7.	Is the school following the Education Hiring Steps and Responsibilities memo and matrix dated July 13, 2006 instructions when filling vacancies?	<b>Yes</b>	
8.	Are the Education Monthly Report (EMR) and the Education Daily Report (EDR) accurate and being completed and submitted on a timely basis?	<b>No</b>	The reports are submitted but there are many inaccuracies.

# COMPLIANCE REVIEW FINDINGS

## EDUCATION ADMINISTRATION SECTION

9.	Has adequate space and equipment been provided for staff to perform the required duties of the Reception Center/Bridging Education Program, Arts In Corrections program and the Television Specialist?	Yes	
10.	<div style="border: 1px solid black; padding: 2px;"><b>Credentials:</b></div> Are all instructional and supervisory staff credentialed appropriately within subject matter area where they are assigned?	No	One supervisor's credential was expired.
11.	Does the assigned bridging staff hold appropriate credentials and/or placed in the appropriate Re-Entry classification?	N/A	
12.	<div style="border: 1px solid black; padding: 2px;"><b>Duty Statements:</b></div> Are 100% of the staff duty statements on file and applicable to current position?	No	A few of the staff duty statements are missing.
13.	<div style="border: 1px solid black; padding: 2px;"><b>Operational Procedures:</b></div> Does the institution have an Operational Procedure that addresses the legislative mandates of the Bridging Education Program?	N/A	
14.	Does the institution have an Operational Procedure for the Education Program? Does it use Department Operation Manual Chapter 10 as an inclusion?	No	The current KVSP Education Operational Procedure does not use Department Operation Manual Chapter 10 as an inclusion.
15.	<div style="border: 1px solid black; padding: 2px;"><b>Staff Assignments:</b></div> Does the Principal maintain a current and complete list of all authorized positions and their status?	Yes	
16.	Are all staff appropriately working and/or assigned within the education program?	No	Several teachers are on Administrative Leave; the Distance Learning teacher is currently assigned to an Adult Basic Education classroom leaving the Distance Learning position vacant.
17.	Do all staff within the education program report to, and are under the Principal's supervision?	Yes	

# COMPLIANCE REVIEW FINDINGS

## EDUCATION ADMINISTRATION SECTION

18.	Is the Bridging Education Program Reception Center/General Population/Arts In Corrections fully staffed with supervisory, instructional and ancillary personnel?	N/A	
19.	Are Re-Entry Program instructors, class code 7581, assigned only to the Bridging Education Program (BEP)?	N/A	
20.	When Bridging Education Program vacancy occurs, is it immediately reclassified to class code 2290 Teacher, High School, General Education?	N/A	
21.	Has the Artist Facilitator been officially assigned to the Education Department?	N/A	
22.	Is there a system in place that is being utilized to ensure the tracking of inmates and their completed assignments during their transition from the Reception Center to the General Population Institution?	Yes	
23.	Has an individual been designated to be responsible for trouble-shooting the equipment and contacting Transforming Lives Network for needed support?	Yes	
24.	When there is a modified program, class closure, etc., is a plan in place to continue to deliver education services and other required educational activities and is the plan always implemented?	Yes	
25.	Is the Assessment Office Assistant (OA) performing duties delineated in the Assessment OA duty statement?	N/A	
26.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"> <b>Alternative Education Delivery Model (AEDM):</b> </div> Is an approved Alternative Education Delivery Model Operational Procedure in place?	No	There is a half-time Education/Substance Abuse Program class in operation which an Education/Work model class that is not approved by the May 2008 Alternative Education Delivery Model Operational Procedure CCPOA Agreement.

# COMPLIANCE REVIEW FINDINGS

## EDUCATION ADMINISTRATION SECTION

27.	Are all of the Alternative Education Delivery Models being locally implemented at the institution in agreement with the California Correctional Peace Officers Association agreement and the institutional Operational Procedure per the Suzan Hubbard memo dated May 5, 2005?	Yes	
28.	Are all Alternative Education Delivery Model positions filled?	No	There is no Distance Learning teacher.
29.	Do all Alternative Education Delivery Model faculties have the approved Alternative Education Delivery Model Duty Statement with required signatures?	Yes	
30.	Are Alternative Education Delivery Model inmate enrollments/assignments being made based on eligibility criteria of the enrollments/assignment as defined in the course descriptions and guidelines?	No	There are no clear criteria for enrollments/assignments at KVSP.
31.	<ul style="list-style-type: none"> <li>Are all Alternative Education Delivery Model Programs operating as full-time programs that meet the program-wide quotas?</li> <li>Are all approved Alternative Education Delivery Model faculty schedules posted?</li> </ul>	No	The classes are not meeting the required assignment quotas, some classes are as much as fifty percent under-enrolled per the Education Monthly Report for October 2008.
32.	<div style="border: 1px solid black; padding: 2px;"><b>Gender Responsive Strategies:</b></div> Has all education staff received Gender Responsive Strategies training provided by the Female Offender Programs (FOP) institutional administration?	N/A	
33.	Are female inmates' vocational assignments being made based on the eligibility criteria of the vocational assignment as defined in the course descriptions and vocational guidelines?	N/A	

# COMPLIANCE REVIEW FINDINGS

## EDUCATION ADMINISTRATION SECTION

34.	<b>Certificates of Completion or Achievement:</b> <ul style="list-style-type: none"> <li>Are Certificates of Vocational or Academic Completion being issued to those students earning them and recorded on a tracking system?</li> <li>Are Certificates of Achievement issued to those students who exit the program before the Certification of Completion is earned?</li> </ul>	No	Many teachers are not issuing the proper certificates; a few teachers are issuing them correctly. There is a tracking system in place. It is recommended that training be provided to the teachers.
35.	<b>Executive/Supervisory Assignments:</b> Are documented staff meetings held regularly by Principal, Academic Vice Principal (AVP), and Vocational Vice Principal (VVP)? (monthly or more)	No	The last documented staff meetings minutes available are dated December 7, 2007.
36.	Is the Principal a member of the Warden's Executive Staff?	Yes	
37.	Does all supervisory staff conduct and record classroom visitations and observations on a quarterly basis?	No	There are no logs or other documentation maintained in the education office documenting supervisory staff classroom visitations and observations on a quarterly basis.
38.	<ul style="list-style-type: none"> <li>Does the Academic Vice-Principal/Vocational Vice-Principal provide documented In-Service-Training and On-the-Job-Training?</li> <li>Are all probationary and annual performance evaluations currently due completed?</li> </ul>	No	Most performance evaluations are past due.
39.	Are supervisors documenting contact with staff and inmates involved in the bridging program?	N/A	
40.	Are Transforming Lives Network quarterly reports being submitted to Office of Correctional Education by the due dates of Oct. 10, January 10, April 10 and July 10?	No	The October Transforming Lives Network quarterly report has not been submitted.

# COMPLIANCE REVIEW FINDINGS

## EDUCATION ADMINISTRATION SECTION

41.	<div style="border: 1px solid black; padding: 2px;"><b>Test of Adult Basic Education:</b></div> <ul style="list-style-type: none"> <li>Is the Principal trouble shooting Test of Adult Basic Education score losses identified on the School Program Assessment Report Card (SPARC)?</li> <li>Is the principal implementing remedial changes to improve the scores?</li> </ul>	<b>No</b>	Remedial changes to improve the scores have not been implemented by the principal.
42.	Is there a 4.0 reading level report generated and distributed to appropriate staff?	<b>Yes</b>	
43.	Is a list of inmates who have a verified Learning Disability generated and distributed to appropriate staff?	<b>No</b>	There is no Learning Disability list generated or distributed to appropriate staff.
44.	<div style="border: 1px solid black; padding: 2px;"><b>Accreditation:</b></div> <p>Has the education program been accredited by Western Association of Schools and Colleges, or has the application for accreditation been submitted to Western Association of Schools and Colleges?</p>	<b>No</b>	The school has never been accredited. The education program not been accredited by Western Association of Schools and Colleges school since it opened several years ago. It is recommended that accreditation be prioritized to be completed as soon as possible. All accreditation steps taken should be fully documented. <b>KVSP has the only education program in CDCR that is not accredited.</b>
45.	<ul style="list-style-type: none"> <li>Is there a continuing Western Association of Schools and Colleges process being followed by the school with the action plans being actively addressed in a timely manner?</li> <li>Is there a leadership team in place and do minutes substantiate regular meetings?</li> </ul>	<b>No</b>	There is a leadership team in place but there were no meeting minutes available.
46.	<div style="border: 1px solid black; padding: 2px;"><b>Inmate Enrollment/Attendance:</b></div> <p>Do Academic, Vocational, Bridging Education Program, Enhanced Outpatient Program and Alternative Education Delivery Model enrollments meet the required program quotas (15:1, 27:1, 54:1, 120:1)?</p>	<b>No</b>	All classes are not meeting the required program enrollment quotas. Some classes are only 50% full per the October Education Monthly Report.



# COMPLIANCE REVIEW FINDINGS

## EDUCATION ADMINISTRATION SECTION

47.	Has the Institution developed an eligibility list for assigning inmates to the Bridging Education Program?	N/A	
48.	Does the Principal maintain a copy of the current inmate assignment waiting list?	Yes	
49.	Is education staff attending Institution Classification Committee (ICC) meetings for input into the placement of inmates into education programs?	Yes	
50.	<div style="border: 1px solid black; padding: 2px;"><b>Bridging Program:</b></div> Has the teaching staff met with each inmate upon assignment to the Bridging Education Program?	N/A	
51.	Are all Bridging Education Program eligible inmates receiving an education orientation packet upon arrival to the housing unit?	N/A	
52.	<div style="border: 1px solid black; padding: 2px;"><b>Transforming Lives Network (TLN):</b></div> Has the Transforming Lives Network satellite dish been installed and operational?	Yes	
53.	Is the Literacy Coordinator (Academic Vice-Principal) designated as the Transforming Lives Network Coordinator?	No	No one has been designated as the Transforming Lives Network coordinator.
54.	Do the number of inmates being enrolled and the number completing Transforming Lives Network courses agree with the numbers reported to Office of Correctional Education?	No	There are no Transforming Lives Network reports.
55.	Has Transforming Lives Network enrollment and completion data been tracked?	No	There are no Transforming Lives Network reports.
56.	<div style="border: 1px solid black; padding: 2px;"><b>GED Testing/High School Credit:</b></div> <ul style="list-style-type: none"> <li>Is there a High School credit program and General Educational Development (GED) Testing program that follows Office of Correctional Education and State requirements?</li> <li>Are High School Diplomas and GED Equivalency Certificates issued to qualified inmates?</li> </ul>	No	KVSP is not currently testing for General Education Development and there is no High School program. It is recommended that the GED Testing be prioritized since it is a critical accountability item in performance measurements under AB 900 requirements.

# COMPLIANCE REVIEW FINDINGS

## EDUCATION ADMINISTRATION SECTION

57.	<p><b>Inmate Education Advisory Committee:</b></p> <p>Is there an Inmate Education Advisory Committee established with regularly scheduled monthly meetings?</p>	<b>No</b>	<p>There is no Inmate Education Advisory Committee established with regularly scheduled monthly meetings. The vocational programs do hold Inmate Education Advisory Committee meetings but not in all yards. The academic programs do not hold any meetings.</p>
58.	<p><b>Education Files</b></p> <ul style="list-style-type: none"> <li>• Do all of the quarterly California Department of Corrections and Rehabilitation Form 128E and Form 154 (and/or other official student school transcripts) reports contain current and appropriate information that includes credits earned, course completions, etc.?</li> <li>• Does the appropriate instructional staff sign all of the above reports? (Supervisory staff when instructional staff is not available.)</li> <li>• Does supervisory staff (Academic Vice-Principal/Vocational Vice-Principal) review these reports?</li> </ul>	<b>No</b>	<p>Test of Adult Basic Education scores are not consistently recorded on the California Department of Corrections and Rehabilitation Form 154 cards. There are no credits earned being recorded.</p>
59.	<ul style="list-style-type: none"> <li>• Are Education Files with a copy of the Record of Inmate Achievement (California Department of Corrections and Rehabilitation Form 154) transferred to Central Records when a student leaves education, transfers or paroles?</li> <li>• Is there a copy of the Record of Inmate Achievement (California Department of Corrections and Rehabilitation Form 154 or High School Transcript) kept in the Education Office files in perpetuity?</li> <li>• Are Education Files prepared for all assigned inmates?</li> <li>• Are Bridging Education Program Education Files prepared for all assigned bridging students in the Reception Center and are they then transferred to the General Population receiving institution?</li> </ul>	<b>No</b>	<p>No copies of the Record of Inmate Achievement (California Department of Corrections and Rehabilitation Form 154) are kept.</p>
60.	<p>If there are any contracted, Office of Correctional Education sponsored or special programs operating at the institution, have the teachers assigned to these programs received special/related training?</p>	<b>N/A</b>	

# COMPLIANCE REVIEW FINDINGS

## EDUCATION ADMINISTRATION SECTION

61.	<div style="border: 1px solid black; padding: 2px;"><b>Literacy:</b></div> <p>Are literacy programs available to at least 60% of the eligible prison population?</p>	<b>No</b>	Per the October 2008 Education Monthly Report, only a small percentage of the eligible population has literacy programs available to them. It is recommended that activities to implement meeting the Penal Code 2053.1 literacy requirement be prioritized.
62.	Is there an active Site Literacy Committee that meets and documents quarterly meetings, and is it coordinated by the Principal or an Academic Vice-Principal?	<b>No</b>	There is no Site Literacy Committee at KVSP.
63.	Does the Site Literacy Committee discuss the Bridging Education Program as part of its quarterly meetings?	<b>N/A</b>	
64.	Is the institution utilizing at least two alternate resources to implement literacy services for inmates?	<b>No</b>	There is only one peer tutoring class as an alternate literacy resource and the October Education Monthly Report notes only 12 participants.
65.	Is there an established procedure for placing students into any existing Learning Literacy (LLL) lab? (a federally or non-federally funded Computer Aided Instruction /Plato/Computer Lab)	<b>No</b>	Computers have been purchased and available for some time to start a Literacy Learning Lab but they are still in the receiving warehouse. It is recommended that the computers be set up as soon as possible since the hardware and software will become outdated if not installed soon.
66.	<div style="border: 1px solid black; padding: 2px;"><b>Developmental Disability Program and Disability Placement Program:</b></div> <p>If this is a Developmental Disability Program and/or a Disability Placement Program site, does the principal have the required documentation that demonstrates adherence to the Court Remedial Plans and California Department of Corrections and Rehabilitation/Office of Correctional Education policies?</p>	<b>N/A</b>	

# COMPLIANCE REVIEW FINDINGS

## EDUCATION ADMINISTRATION SECTION

67.	<b>ESTELLE/Behavior Modification Programs:</b> Is documentation available regarding the original operational intent/concept of the Estelle/Behavior Modification Unit Program and are there actual implementations of the program/programs?	N/A	
68.	Is there an Estelle/Behavior Modification Unit Program monitoring and tracking process in place to record student progress through achievement/progress, data collection, instructional methods, and curriculum?	N/A	
69.	<b>Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) – Risk and Needs Assessment:</b> Is there an approved Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Risk and Needs Assessment Operational Procedure (OP)?	N/A	
70.	Are all Recidivism and Reduction Strategy (RRS) Assessment positions filled (part of Correctional Offender Management Profiling for Alternative Sanctions)?	N/A	
71.	Are all other designated assessment positions filled? Is there a designated supervisor over the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Risk and Needs Assessment Program?	N/A	
72.	Do all designated assessment staff have an individual Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) log-on code? Is the security of the code maintained?	N/A	
73.	Does the assessment staff maintain appropriate security of laptop and/or stand-alone computers utilized for the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Risk and Needs Assessment Program?	N/A	

# COMPLIANCE REVIEW FINDINGS

## EDUCATION ADMINISTRATION SECTION

74.	<b>Recidivism Reduction Strategies:</b> <ul style="list-style-type: none"> <li>Is there a Recidivism Reduction Strategies expenditure tracking log maintained by the Principal for the purposes of identifying equipment or materials purchase or provided to the institution for assessments as identified in the Recidivism Reduction Strategies Budget Change Proposal (BCP)?</li> <li>Are inventories of Recidivism Reduction Strategies equipment maintained and current?</li> </ul>	N/A	
75.	<b>Recidivism Reduction Strategies Enhanced Outpatient Program:</b> Are all Enhanced Outpatient Program staff hired and in place?	N/A	
76.	Does the Principal (via the Academic Vice-Principal) supervise the Enhanced Outpatient Program Teacher(s) in accordance with California Department of Corrections and Rehabilitation policy?	N/A	
77.	Have the Enhanced Outpatient Program Teacher(s) received training in performing the required duties as described in the Enhanced Outpatient Program Duty Statement?	N/A	
78.	<b>Multi-Agency Re-entry Program (SB 618):</b> Has the institution interviewed and hired for the Prison Case Manager positions as members of the Multi-Disciplinary team?	N/A	
79.	Are the four vocational programs referenced in Senate Bill 618 in place at the institution?	N/A	
80.	Has a documentation process been established to monitor inmate contact time as well as inmate growth and completion of program?	N/A	
81.	<b>Vocational-Recidivism Reduction Strategies</b> Are all original vocational Recidivism Reduction Strategies (RRS) teacher positions filled and are all classrooms operating?	N/A	

# COMPLIANCE REVIEW FINDINGS

## EDUCATION ADMINISTRATION SECTION

82.	Are all Recidivism Reduction Strategies vocational classes at full enrollment?	N/A	
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# COMPLIANCE REVIEW FINDINGS

## ACADEMIC EDUCATION SECTION

NO.	<b>INSTITUTION:</b> KVSP <b>DATE:</b> December 8-12, 2008 <b>COMPLIANCE TEAM:</b> Raul Romero, Donna La Rue	Yes/No or N/A	<b>COMMENTS</b>
1.	<b>Student Job Descriptions:</b> Are all of the inmate students' job descriptions accurate, complete, signed, and available?	<b>No</b>	There are several teachers that have been reassigned within the last 90 days whose student files do not contain completed and signed duty statements. The other teachers that have been operating over 90 days or longer did have the appropriate student job descriptions.
2.	<b>Student Records/Achievements:</b> Do all the of classroom files reflect Test of Adult Basic Education scores that are being administered according to the quarterly testing matrix and that are not over six months old for students under the California Department of Corrections and Rehabilitation Literacy Plan criteria and Office of Correctional Education Test of Adult Basic Education testing requirements?	<b>No</b>	The Test of Adult Basic Education Test Coordinator has been on extended Jury Duty and since the teachers are dependent on him for coordinating the Test of Adult Basic Education testing process, there are student files without recent Test of Adult Basic Education Test scores or no test scores at all. There is a teacher recently assigned to assist in the Test of Adult Basic Education testing process while the regular Test of Adult Basic Education Testing Coordinator however it appears that he has not been able to catch up on testing or obtaining Test of Adult Basic Education Test scores for all students.
3.	Are all of the California Department of Corrections and Rehabilitation Form 128E chronological reports, classroom records and timekeeping documents, current, accurate, and secure?	<b>No</b>	There are some teachers that do not maintain copies of the California Department of Corrections and Rehabilitation Form128-E in the student files.
4.	Is 100% of the California Department of Corrections and Rehabilitation curriculum recording system in-use, accurate, and current?	<b>No</b>	Some teachers did not have 100% of the California Department of Corrections and Rehabilitation curriculum recording system in-use, accurate, and current. One reason is that many teachers just recently received the required standardized textbooks that were in storage at KVSP.

# COMPLIANCE REVIEW FINDINGS

## ACADEMIC EDUCATION SECTION

5.	Do 100% of the Permanent Class Record Cards (California Department of Corrections and Rehabilitation Form 151) reflect the minimum student contact time of 6.5 hours x-time or 8.5 hours of x-time for 4-10 programs for traditional classes?	No	There appears to be inaccurate X/S Time recording. This area needs further local review. One example is that of one teacher reporting that a supervisor told her not to report S Time when students are late and that she should note the time on the PCR with an Xs designation that is inappropriate and not within Work Incentive Title 15 Regulations for time reporting.
6.	Are Certificates of Completion or Achievement being issued to those students earning them?	No	There are several teachers who do not know the requirements for issuing certificates of completion and certificates of accomplishment. It is recommended that all teachers be given a copy of the Office of Correctional Education certificates policy memo. It is further recommended that written verification be maintained for each teacher as proof of practice that they received a copy of the memo.
7.	<div style="border: 1px solid black; padding: 2px;"><b>Instructional Expectations:</b></div> Do all of the academic education classes have lesson plans that agree with the California Department of Corrections and Rehabilitation approved curriculum?	No	Some teachers have lesson plans that do not agree with the California Department of Corrections and Rehabilitation approved curriculum. Lack of textbooks and materials contributes to this problem especially in classrooms with multi-level students.
8.	Are the required and/or elective credits in the academic subject being taught issued to inmates and recorded on the transcript?	No	No academic or vocational credits are issued for any completed student work or course completions.
9.	Do all of the academic education classes have course outlines that agree with the California Department of Corrections and Rehabilitation approved curriculum?	No	Only one of the teachers interviewed has a course outline.



# COMPLIANCE REVIEW FINDINGS

## ACADEMIC EDUCATION SECTION

10.	<b>Bridging Education Program Instructional Expectations:</b> Is each teacher utilizing the established curriculum for Bridging Education Program and does each teacher have a copy of the curriculum?	N/A	However, the Offender Information Services Inmate Work and Training Incentive Program Report indicates that there are 9 Bridging eligible inmates at KVSP that should be in a work or education assignment.
11.	Are the Test of Adult Basic Education and Comprehensive Adult Student Assessment System being Administered to Bridging Students? Are other assessments being used to assess the inmate job skills?	N/A	
12.	Does Bridging Education Program teacher utilize the proper Permanent Class Record Card (California Department of Corrections and Rehabilitation Form 151) and is it up to date and accurate?	N/A	
13.	Has the Bridging Education Program teacher developed a written weekly schedule to include student programs and contacts?	N/A	
14.	<b>Test of Adult Basic Education Testing Coordinator:</b> Are gain/loss reports (School Progress Assessment Report Card) and the Test of Adult Basic Education sub-test reports reviewed/shared with the education supervisors?	Yes	
15.	Do the Test of Adult Basic Education Coordinator and at least two others have access to a California Department of Corrections and Rehabilitation email address and user account?	Yes	
16.	Does the Test of Adult Basic Education Coordinator have the most recent Test of Adult Basic Education database (within a week)?	Yes	
17.	Are Test of Adult Basic Education testing protocols signed by current staff?	Yes	

# COMPLIANCE REVIEW FINDINGS

## ACADEMIC EDUCATION SECTION

18.	Are the Test of Adult Basic Education testing materials secured in a locked cabinet (mandatory standards)?	Yes	
19.	Is a master inventory of Test of Adult Basic Education test booklets and answer sheets maintained by the testing coordinator?	No	The test coordinator does not have a computerized master inventory of the test books or answer sheets. There is a manual inventory of the test booklets only. There is no inventory of the answer sheets. It is recommended that the test coordinator find the current count of the answer sheets and then subtract the number used each time answer sheets are issued or used to keep a running balance of answer sheets on hand for inventory accountability.
20.	Is the Test of Adult Basic Education binder current and up-to-date with memos, purchase orders and instructions?	Yes	
21.	Is the Test of Adult Basic Education locator test being used when needed to determine which level-appropriate Test of Adult Basic Education test to administer?	Yes	
22.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"><b>Teacher-Test of Adult Basic Education Testing</b></div> Are teachers testing within ten days of the student's initial entry into the classroom, as well as quarterly testing based on the Test of Adult Basic Education matrix?	No	Most teachers report that they can get a Test of Adult Basic Education score for an inmate most of the time within 10 days. Other teachers report that it takes longer. The Office of Correctional Education December 2, 2008, Test of Adult Basic Education score distribution report indicates that <b>21.0% of the institution's inmates are not tested.</b>
23.	Are the Test of Adult Basic Education tests administered according to the testing matrix?	No	The Office of Correctional Education December 2, 2008, Test of Adult Basic Education score distribution report indicates that <b>21.0% of the institution's inmates are not tested.</b>

# COMPLIANCE REVIEW FINDINGS

## ACADEMIC EDUCATION SECTION

24.	Is the Test of Adult Basic Education locator being used, when needed, to determine which level-appropriate Test of Adult Basic Education test to administer?	<b>Yes</b>	
25.	Are teachers using Test of Adult Basic Education pre-post subtest diagnostic reports for student needs assessment and are they reviewing test scores with inmates?	<b>No</b>	Some teachers are not using Test of Adult Basic Education pre-post subtest diagnostic reports for student needs assessment and are they reviewing test scores with inmates. It is recommended that all academic and vocational teachers receive training in this area.
26.	Are teachers using the Test of Adult Basic Education pre-post diagnostic subtest test results as a diagnostic tool for individualized instruction and troubleshooting Test of Adult Basic Education score losses in their classes?	<b>No</b>	Some teachers are not using the Test of Adult Basic Education pre-post diagnostic subtest test results as a diagnostic tool for individualized instruction and troubleshooting Test of Adult Basic Education score losses in their classes. It is recommended that all academic and vocational teachers receive training in this area.
27.	Are current Test of Adult Basic Education subtests placed in student's classroom file?	<b>No</b>	Some teachers are not placing the current Test of Adult Basic Education subtests in all students' classroom files.
28.	<div style="border: 1px solid black; padding: 2px;"><b>Alternative Education Delivery Models:</b></div> Are Alternative Education Delivery Model Open Line schedules with dates and times posted in public areas for inmate access to educational services during off work hours?	<b>No</b>	There is no evidence that Alternative Education Delivery Model Open Line schedules with dates and times are posted in public areas for inmate access to educational services during off-work hours.
29.	Is the Television Specialist and Distance Learning Study Teacher developing a Distance Learning Study Channel schedule of courses, with dates and times, posted in public areas for inmates to review and complete their assignments?	<b>No</b>	There is no evidence that the Television Specialist and Distance Learning Study Teacher developing a Distance Learning Study Channel schedule of courses, with dates and times, posted in public areas for inmates to review and complete their assignments.

# COMPLIANCE REVIEW FINDINGS

## ACADEMIC EDUCATION SECTION

30.	Does the Television Specialist plan, supplement and implement electronic educational coursework with the Distance Learning teacher, utilizing Transforming Lives Network and airing educational programs, such as Kentucky Educational TV General Education Development series on a weekly basis?	<b>No</b>	There is no evidence that the Television Specialist plans, supplements and implements electronic educational coursework with the Distance Learning teacher, utilizing Transforming Lives Network and airing educational programs, such as Kentucky Educational TV General Education Development series on a weekly basis.
31.	Are teachers awarding inmates certificates for achievement/completion in Alternative Education Delivery Model programs?	<b>No</b>	There is no evidence that all Alternative Education Delivery Model teachers awarding inmates certificates for achievement/completion in Alternative Education Delivery Model programs. It is recommended that a tracking system be developed so that education supervisors can track certificates issued by each teacher.
32.	Do all of the Education/Independent Study (half-time) classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum?	<b>Yes</b>	The Education/Independent Study (half-time) class does have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum. However, he needs more textbooks and testing materials especially Comprehensive Adult Student Assessment System testing materials.
33.	Do all of the Education/Work Program (half-time) classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum?	<b>No</b>	The Education/Work Program (half-time) class was just reactivated again. The Education/Work Program (half-time) class does not have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum.

# COMPLIANCE REVIEW FINDINGS

## ACADEMIC EDUCATION SECTION

34.	Do all of the Distance Learning classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum?	<b>No</b>	The Distance Learning classes do not have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum. The one teacher that handled Distance Learning was moved to the Substance Abuse Program/Education class. Also at least one teacher is acting as a full time college coordinator. This is contrary to California Department of Corrections and Rehabilitation/Division of Education, Vocations and Offender Programs/Office of Correctional Education current funding guidelines. There are no California Department of Corrections and Rehabilitation general funds allocated for funding teacher positions to coordinate college programs or funds for college materials/textbooks. There are teachers being reassigned to various areas at this time and thus stable assignments have not been completed which has created some accountability problems.
35.	Do all of the Independent Study classes have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum?	<b>No</b>	All of the Independent Study classes do not have current course outlines and lesson plans that agree with the Office of Correctional Education approved curriculum. Teachers have just recently started receiving required curriculum textbooks. Teachers need more books.

# COMPLIANCE REVIEW FINDINGS

## ACADEMIC EDUCATION SECTION

36.	<ul style="list-style-type: none"> <li>Are teachers testing inmates within ten days of being enrolled or assigned to an Alternative Education Delivery Model program?</li> <li>Are the inmates' Test of Adult Basic Education subtest results analyzed by the teacher for appropriate Alternative Education Delivery Model lesson/class placement?</li> </ul>	No	Students are not uniformly being tested on the Test of Adult Basic Education Test or the Comprehensive Adult Student Assessment System Test. KVSP has extremely low Comprehensive Adult Student Assessment System Post-Test Pay Points. It is recommended that the Comprehensive Adult Student Assessment System testing process implementation be prioritized since it is a critical measurement under the AB 900 performance accountability requirements.
37.	<ul style="list-style-type: none"> <li>Is the Alternative Education Delivery Model current enrolled/assigned inmate roster consistently kept updated?</li> <li>Is it given to the Vice-Principal and Principal on at least a weekly basis?</li> </ul>	No	There is no evidence that the Alternative Education Delivery Model current enrolled/assigned inmate roster is given to the Vice-Principal and Principal on at least a weekly basis.
38.	Are students' gains being recorded and tracked?	No	One Alternate Education Delivery Model teacher does not have any evidence that student gains being recorded and tracked. Another keeps records but is having problems receiving Comprehensive Adult Student Assessment System testing materials
39.	<div style="border: 1px solid black; padding: 2px;"><b>Gender Responsive Strategies:</b></div> <p>Do all of the academic life skills classes have current course outlines that agree with the Office of Correctional Education/Gender Responsive Strategies (GRS) approved curriculum, i.e.? Women's Conflict and Anger Lifelong Management (W-CALM) (Feb. 2007), Women's Health (July 2007), Women's Parenting (January 2008) Women's Victims (July 2008)?</p>	N/A	
40.	Do all of the academic life skills classes have current lesson plans that agree with the Office of Correctional Education/Gender Responsive Strategies approved curriculum?	N/A	

# COMPLIANCE REVIEW FINDINGS

## ACADEMIC EDUCATION SECTION

41.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"><b>ESTELLE and Behavior Modification Unit programs:</b></div> <p>Is there an effective system in place to track monthly attendance, reporting, and evaluation of assigned inmates, their performance; and participation that allows a clear over-all rating of progress of each student in the Behavior Modification Unit/ESTELLE program?</p>	<b>N/A</b>	
42.	<p>Is there a tracking and evaluation process to determine inmate progress on the Behavior Modification Unit curriculum competencies including Conflict and Anger Lifelong Management and is documentation provided to the Unit Classification Committee every 30 days detailing how the inmates assigned to the Behavior Modification Unit program are performing?</p>	<b>N/A</b>	
43.	<ul style="list-style-type: none"> <li>• Do ESTELLE students have access to computers as required in the framework of the program for training?</li> <li>• Does the teacher have Test of Adult Basic Education scores on all of the students in the program?</li> </ul>	<b>N/A</b>	
44.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"><b>Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) – Risk and Needs Assessment:</b></div> <p>Are assessment teachers conducting assessments on eligible inmates as defined by the current Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Operations Manual?</p>	<b>N/A</b>	
45.	<p>Does assessment staff utilize the current standardized Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) Tracking Form?</p>	<b>N/A</b>	
46.	<p>Are the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) questionnaires shredded daily in accordance with the confidential document procedure?</p>	<b>N/A</b>	
47.	<p>Are assessment interviews conducted in a semi-private environment?</p>	<b>N/A</b>	

# COMPLIANCE REVIEW FINDINGS

## ACADEMIC EDUCATION SECTION

48.	Is appropriate assistance provided to inmates during participation in the Correctional Offender Management Profiling for Alternative Sanctions (COMPAS) assessment interview in accordance with departmental policies regarding Effective Communication, the Clark Remedial Plan, and Armstrong mandates?	N/A	
49.	<div style="border: 1px solid black; padding: 2px;"><b>Security and Order:</b></div> Are personal alarms issued to teachers and do they wear whistles and the personal alarms on their person?	Yes	
50.	Are exits clearly marked and emergency evacuation plans posted in accordance with the institution's emergency evacuation plan?	No	One newly activated classroom in D Facility did not have an Exit sign or clear evacuation plans.
51.	<div style="border: 1px solid black; padding: 2px;"><b>Pre-Release</b></div> Does the Pre-Release curriculum contain Life Skills; Communication Skills; Attitude and Self-Esteem; Money Management; Community Resources; Job Application Training; Department of Motor Vehicles Practice Test; and Parole Services?	Yes	The Pre-Release class is located in E Facility (Minimum) and operates a week session with a capacity of 27 students.
52.	Do all of the Pre Release lesson plans contain the objective, handouts, and methods for student evaluation?	Yes	
53.	Is the Pre-Release teacher receiving appropriate institutional and Parole and Community Services Division (P&CSD) staff support?	Yes	
54.	Is the Pre-Release curriculum recording system in-use, accurate, and current and are copies of monthly records maintained?	Yes	
55.	Does the Pre-Release instructor use a variety of teaching methodologies and allow for differentiation of instruction to meet individual learners' needs?	Yes	
56.	Is the Pre-Release class a full-time program (four days/8.5 hours or five days/6.5 hours)? If no, is there an exemption on file?	Yes	



# COMPLIANCE REVIEW FINDINGS

## ACADEMIC EDUCATION SECTION

57.	Are all of California Department of Corrections and Rehabilitation Form 128Es (that are used to record all education participation including course completions) and classroom records current and accurate and reflect a full-quota student enrollment?	Yes	
58.	Does the Pre-release Teacher use the Framework for Breaking Barriers?	Yes	
59.	Does the Pre-release teacher provide the Office of Correctional Education with monthly Pre-release Program reports on time and maintain copies of those monthly Pre-release program reports?	Yes	
60.	<div style="border: 1px solid black; padding: 2px;"><b>Recidivism Reduction Strategies Enhanced Outpatient Program:</b></div> Is the Enhanced Outpatient Program Teacher a participating member of the Interdisciplinary Treatment Team (IDTT) meetings?	N/A	
61.	Is there a current roster of Enhanced Outpatient Program inmates determined eligible by Interdisciplinary Treatment Team (IDTT) and the Enhanced Outpatient Program teacher to receive education services?	N/A	
62.	Is the required student assessment for development of the Individualized Treatment and Education Plan completed in accordance with the Enhanced Outpatient Program assessment guidelines timelines?	N/A	
63.	Is there documentation of the education services provided to Enhanced Outpatient Program inmates?	N/A	
64.	<div style="border: 1px solid black; padding: 2px;"><b>Transforming Lives Network Program:</b></div> Are alternate modalities available for use within the housing units for the Distance Learning program? For example, video, Transforming Lives Network, institutional television, visual worksheets, etc.?	No	There is no evidence to support any Transforming Lives Network activities. The satellite is working but other than the Physical Education Teacher reporting using an institutional TV channel, there are no other activities reported by teachers. There is no documented evidence that inmates are participating in any Transforming Lives Network activities.

# COMPLIANCE REVIEW FINDINGS

## ACADEMIC EDUCATION SECTION

65.	Is the television specialist recording Transforming Lives Network broadcasting and archiving copies for re-broadcast and individual teacher access?	No	There is no evidence to support any Transforming Lives Network activities. The satellite is working but other than the Physical Education Teacher reporting using an institutional TV channel, there are no other activities reported by teachers. There is no documented evidence that inmates are participating in any Transforming Lives Network activities.
66.	Is the television specialist setting up a broadcast schedule for the school and distributing that schedule to the school faculty?	No	There is no evidence to support any Transforming Lives Network activities. The satellite is working but other than the Physical Education Teacher reporting using an institutional TV channel, there are no other activities reported by teachers. There is no documented evidence that inmates are participating in any Transforming Lives Network activities.
67.	Are school faculty members given the opportunity to provide input into the broadcast schedule?	No	There is no evidence to support any Transforming Lives Network activities. The satellite is working but other than the Physical Education Teacher reporting using an institutional TV channel, there are no other activities reported by teachers. There is no documented evidence that inmates are participating in any Transforming Lives Network activities.
68.	<div style="border: 1px solid black; padding: 2px;"><b>Recreation/Physical Education (P.E.):</b></div> Is there a current and comprehensive activity schedule for the Recreation and/or Physical Education Program?	Yes	
69.	Does the Physical Education teacher follow the California Department of Corrections and Rehabilitation approved selection process for movies?	Yes	

# COMPLIANCE REVIEW FINDINGS

## ACADEMIC EDUCATION SECTION

70.	Does the Physical Education teacher have sign-up sheets, team rosters, or other evidence of inmate participation in sports and health education activities?	<b>Yes</b>	
71.	Is California Department of Corrections and Rehabilitation-approved State frameworks curriculum being used and are course outlines present?	<b>No</b>	Fitness for Life packets are used. The Office of Correctional Education has not approved the Fitness for Life curriculum for use by Physical Education (PE) Teachers.
72.	Are health education, physical fitness training and recreational activities being provided to the Special Needs populations?	<b>No</b>	Health education is not taught by the Physical Education Teacher. The Physical Education Teacher does provide table and card games to the elderly senior population. Physical fitness activities for the elderly senior population are provided at the minimum facility. It is recommended that the Physical Education Teacher provide sign up sheets for low impact aerobic exercises as well as health related mini-lessons on health, nutrition, special exercises and the quality of life impact created by the aging process for the elderly senior population.
73.	Does the Physical Education teacher have a system in place to ensure accountability for state property including sports equipment, clothing and supplies?	<b>Yes</b>	
74.	Are there sufficient supplies, such as board games and sports equipment, to ensure a viable Physical Education program?	<b>Yes</b>	
75.	Are time-keeping records (California Department of Corrections and Rehabilitation Form 1697) on inmates assigned to work for the Physical Education teacher being kept?	<b>Yes</b>	

# COMPLIANCE REVIEW FINDINGS

## ACADEMIC EDUCATION SECTION

76.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"><b>Recidivism Reduction Strategies (Physical Education):</b></div> <p>Are health education, physical fitness training and recreational activities being provided to the geriatric population (age 55 and over)?</p>	<b>Yes</b>	
77.	<p>Have the funds for the Recidivism Reduction Strategies funds for the geriatric population been expended for the geriatric population?</p>	<b>No</b>	<p>The Physical Education Teacher has not received Fiscal Year 2008-2009 Recidivism Reduction Strategies funds.</p>

# COMPLIANCE REVIEW FINDINGS

## VOCATIONAL EDUCATION SECTION

NO	<b>INSTITUTION: KVSP</b> <b>DATE: December 8-12, 2008</b> <b>COMPLIANCE TEAM: Beverly Penland</b>	Yes/No or N/A	<b>COMMENTS</b>
1.	<b>Student Job Description:</b> Are all of the inmate students' job descriptions accurate, complete, signed, and available?	Yes	
2.	<b>Student Records/Achievements:</b> Do all of classroom files reflect Test of Adult Basic Education scores that are not over six months old for students under the California Department of Corrections and Rehabilitation Literacy Plan and Office of Correctional Education Test of Adult Basic Education testing criteria?	No	Most of the student files reviewed did not have a Test of Adult Basic Education test score in the file. Some files had the Test of Adult Basic Education subtest in the files and a few had a California Department of Corrections Rehabilitation Form 128B chronological report listing the test scores.
3.	Are all of the California Department of Corrections and Rehabilitation Form 128E chronological reports, classroom records and timekeeping documents, current, accurate, and secure?	Yes	
4.	Is the curriculum recording system in-use, accurate, and current?	Yes	
5.	Does the Permanent Class Record Card (California Department of Corrections and Rehabilitation Form 151) reflect the minimum student contact time of 6.5 hours x-time or 8.5 hours of x-time (on full days) for 4-10 programs?	No	The teachers are unable to reflect the minimum student contact time of 6.5 hours of "X" time on the Permanent Class Record Card. The teachers are appropriately giving "S" time when student are not in their programs. The teachers indicated that, due to late release times from some housing units, the students arrive at education late. Also, when officers are redirected classes are released early.
6.	Are elective credits in the designated vocational subject being issued to students and recorded on their transcript in the education file?	No	None of the teachers are issuing or recording elective credits for their students. Some of the teachers indicated they would like to be able to issue credits for successful competitions of program components; but did not know how to proceed.

# COMPLIANCE REVIEW FINDINGS

## VOCATIONAL EDUCATION SECTION

7.	Are Trade/Industry Certifications being issued and recorded to those students earning them?	<b>No</b>	<p>The Office Services and Related Technologies teachers have not received Microsoft certification training, needed to issue the appropriate Microsoft certification. The funding for Microsoft training has been requested from the Department of Education, Vocations and Offender Programs, by the Office of Correctional Education. The welding teacher does not have the necessary equipment and supplies to provide the training for the National Center for Construction Education and Research, as well as, the American Welding Society industry certifications. The auto mechanics program is unable to provide the training to issue the Automotive Service of Excellence certification, due to lack of tools, equipment, and hands-on-training projects. The auto mechanics teacher indicated that his program received donations of two automobiles in June 2008. Also recently a 4 wheel drive pick-up was donated, but he has not been allowed to bring the vehicles into the institution. These would provide the hands-on-training necessary to learn this trade. He has also requested from the Principal to offer Employee Services to the staff, thus providing additional hands-on-training projects for the students. It is recommended that the principal work with the institutional managers to identify and locate the original equipment and supplies ordered and delivered that were paid from the Capital Outlay funds.</p>
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# COMPLIANCE REVIEW FINDINGS

## VOCATIONAL EDUCATION SECTION

8.	Are Certificates of Completion or Achievement as appropriate being issued and recorded for those students earning them?	<b>No</b>	Some of the teachers were unable to appropriately identify the difference or when the Certificates of Completion and Achievement should be issued and recorded for their students.
9.	<div style="border: 1px solid black; padding: 2px;"><b>Instructional Expectations:</b></div> Do all of the vocational education classes have course outlines that agree with the California Department of Corrections and Rehabilitation curriculum?	<b>Yes</b>	
10.	Do all of the vocational education classes have lesson plans that agree with the California Department of Corrections and Rehabilitation curriculum?	<b>No</b>	Some of the teachers said they had just received or had not received their books. Consequently, they did not have lesson plans that agreed with the curriculum.
11.	Have the Literacy Implementation Plan sections (applicable to Vocational Education) been incorporated through a core set of literacy materials into the instructional plan and do lesson plans verify this?	<b>No</b>	One of the teachers did not have a literacy plan for students with a reading score below 9.0. There was no documentation to verify literacy implementation.
12.	Are Vocational Instructors conducting and documenting at least four hours of approved related formal classroom training each week for all inmate students?	<b>Yes</b>	

# COMPLIANCE REVIEW FINDINGS

## VOCATIONAL EDUCATION SECTION

13.	Are all of the vocational programs that have a nationally recognized certification programs participating in that program?	No	The Office Services and Related Technologies teachers have not received Microsoft certification training to issue Microsoft certifications. The funding for Microsoft training has been requested from the Department of Education, Vocations and Offender Programs, by the Office of Correctional Education. The welding teacher does not have the necessary equipment and supplies to issue the National Center for Construction Education and Research and the American Welding Society industry certifications in welding. The auto mechanics program does not have the equipment and training materials necessary to issue the Automotive Service of Excellence Certifications. It is recommended that the principal work with the institutional managers to identify and locate the original equipment and supplies ordered and delivered that were paid from the Capital Outlay funds. Also, it was recommended to the janitorial and landscape teachers to investigate the possibility of trade industry certifications for their students.
14.	<b>Recidivism Reduction Strategies:</b> Are the Recidivism Reduction Strategies programs issuing trade certifications and/or National Center for Construction Education and Research (NCCER) certifications?	N/A	
15.	<b>National Center for Construction Education and Research:</b> Are all the National Center for Construction Education and Research (NCCER) accreditation guidelines for Standardized Training being used?	Yes	



# COMPLIANCE REVIEW FINDINGS

## VOCATIONAL EDUCATION SECTION

16.	Are the Building Construction Trades using the Contren Learning Series text books as the primary classroom text book?	<b>Yes</b>	
17.	Do all of the National Center for Construction Education and Research instructors have the resources needed to effectively teach the related trades?	<b>No</b>	The welding program has been open for over one year and is still not operational. The teacher is doing an excellent job under very adverse conditions. The limited equipment in the program is still not connected or operational. Welding booths need to be constructed and there are very limited welding supplies. It is recommended that the principal work with the institutional managers to identify and locate the original equipment and supplies ordered and delivered that were paid from the Capital Outlay funds for the welding program. The teacher has submitted a list of equipment to the Principal, which is needed to provide training. The earning of industry certification is a key element in providing the inmates with the necessary tools for reentry into society upon parole.
18.	Are all of the building trade instructors currently National Center for Construction Education and Research Certified Instructors and have attended the Instructor Certification Training Program (ICTP)?	<b>Yes</b>	
19.	Are all of the craft instructors maintaining and conducting record keeping as outlined in the National Center for Construction Education and Research Accreditation Guidelines?	<b>Yes</b>	
20.	Are all of the instructors maintaining the confidentiality and maintain restricted access to inmate social security numbers used on the National Center for Construction Education and Research Form 200's?	<b>Yes</b>	

# COMPLIANCE REVIEW FINDINGS

## VOCATIONAL EDUCATION SECTION

21.	Are all of the written National Center for Construction Education and Research tests, National Center for Construction Education and Research test CD-ROMs and National Center for Construction Education and Research answer keys maintained in a secure locked location with an inventory of the tests on hand?	<b>Yes</b>	
22.	Are all of the students evaluated based on a 70% minimum passing score on National Center for Construction Education and Research written examinations?	<b>Yes</b>	
23.	Are those students that fail a National Center for Construction Education and Research written test or practical exam required to wait a minimum of 48 hours prior to being retested?	<b>Yes</b>	
24.	Are 90% or more of the students completing the first six National Center for Construction Education and Research CORE Modules prior to starting the Level 1 for the trade?	<b>Yes</b>	The students are completing the National Center for Construction Education and Research CORE modules before starting the Level I of the trade. However, the welding program needs to have equipment and supplies available for students to begin the Level I section of the welding trade.
25.	Are all National Center for Construction Education and Research performance evaluations conducted for each module and a record of the Performance Profile Sheet maintained?	<b>Yes</b>	
26.	Upon successful completion of the National Center for Construction Education and Research written and performance evaluation, is the instructor documenting and submitting the Form 200 to the Unit Training Representative (UTR) for signature and forwarding to Office of Correctional Education within 60 days?	<b>Yes</b>	The welding teacher has a large group of students who have completed the CORE components, which are being submitted for National Center for construction Education and Research CORE certifications.
27.	Are all of the instructors accepting National Center for Construction Education and Research Modules and Completion Certifications issued prior to students being assigned to the vocational class?	<b>Yes</b>	

# COMPLIANCE REVIEW FINDINGS

## VOCATIONAL EDUCATION SECTION

28.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"><b>Test of Adult Basic Education Testing</b></div> <p>Are teachers testing within ten days of the student's initial entry into the classroom, as well as quarterly testing based on the Test of Adult Basic Education matrix?</p>	<b>No</b>	<p>The teachers indicated that they try to meet the 10 day initial time frame for the Test of Adult Basic Education. Many of the student files did not have test scores to verify that the test time line requirement was being met. It is recommended that if there is a delay in testing, the reason be documented in the student's file.</p>
29.	<p>Are the Test of Adult Basic Education tests administered according to the testing matrix?</p>	<b>No</b>	<p>Most of the teachers indicated they were aware of the testing matrix. Some of the student files indicated that the test matrix was not being followed. It is recommended that training be provided to the teachers, on how and when to administer the Test of Adult Basic Education.</p>
30.	<p>Is the Test of Adult Basic Education locator being used, when needed, to determine which level appropriate Test of Adult Basic Education test to administer?</p>	<b>No</b>	<p>Some of the teachers were not aware that the Test of Adult Basic Education locator test is available and when it is appropriate to administer when testing the students.</p>
31.	<p>Are teachers using Test of Adult Basic Education pre-post subtest diagnostic reports for student needs assessment and are they reviewing test scores with inmates?</p>	<b>No</b>	<p>Not all the students files checked contained the Test of Adult Basic Education subtests. Some teachers stated that when they received the subtests they did review the results with the students. It is recommended that the teacher receive training on the subtests and have the student sign the subtest, documenting that the review took place.</p>
32.	<p>Are teachers using the Test of Adult Basic Education test results as a diagnostic tool for individualized instruction and trouble shooting Test of Adult Basic Education score losses in their classes?</p>	<b>No</b>	<p>Not all the files checked had the Test of Adult Basic Education subtests in the student file. The teachers stated that if they receive the subtest they review the subtest with the students and try and discover the reason for a score loss with the student.</p>

# COMPLIANCE REVIEW FINDINGS

## VOCATIONAL EDUCATION SECTION

33.	Are current Test of Adult Basic Education subtests placed in student's file?	<b>No</b>	Not all the files checked had the Test of Adult Basic Education subtests in the student file. The teachers stated that they do not always receive a subtest from the testing coordinator when the student is tested.
34.	<b>Gender Responsive Strategies:</b> Do all or more of the Gender Responsive Strategies (GRS) vocational classes have current course outlines that agree with the Office of Correctional Education/Gender Responsive Strategies approved curriculum, i.e. Cosmetology, Mill & Cabinet, Cable Technician, etc.?	<b>N/A</b>	
35.	Do all or more of the vocational classes have current lesson plans that agree with the Office of Correctional Education/Gender Responsive Strategies approved curriculum?	<b>N/A</b>	
36.	<b>Security and Order:</b> Are personal alarms issued by institution to instructors and do they wear a whistle and the personal alarms on their person?	<b>Yes</b>	
37.	Are exits clearly marked and emergency evacuation plans posted in accordance with the institution's emergency evacuation plan?	<b>Yes</b>	
38.	Is there an Inmate Safety Committee that conducts and records weekly safety inspections?	<b>No</b>	One teacher did not have an Inmate Safety Committee established with documentation of weekly safety inspections.
39.	Is at least one hour per month of safety meetings being held and documented?	<b>No</b>	One teacher stated he held periodic safety meeting and had some documentation available. However, the required one hour per month of safety meetings could not be verified.
40.	<b>Trade Advisory Committee:</b> Does the instructor have a documented Trade Advisory Committee that meets at least quarterly?	<b>Yes</b>	

# COMPLIANCE REVIEW FINDINGS

## VOCATIONAL EDUCATION SECTION

41.	<b>Job Market Analysis:</b> Is a current Employment Development Department Job Market Analysis and/or institutional Job Market Survey on file?	Yes	
42.	<b>Apprenticeship:</b> Is there an active Apprenticeship Training Program?	N/A	
43.	If there is an active Apprenticeship Training Program, do inmates meet apprenticeship requirements and receive pay?	N/A	
44.	Does the instructor have a documented active Joint Apprenticeship Committee that meets at least quarterly within the institution?	N/A	
45.	<b>Employee and Community Services Programs.</b> If vocational education programs are participating in Employee Services Programs, are they meeting Department Operation Manual and Penal Code requirements?	N/A	
46.	If vocational education programs are participating in community service projects, are they meeting Department Operation Manual requirements?	N/A	

# COMPLIANCE REVIEW FINDINGS

## LIBRARY/LAW LIBRARY SECTION

NO	<b>INSTITUTION: KVSP</b> <b>DATE: December 8-12, 2008</b> <b>COMPLIANCE TEAM: Jan Stuter</b>	Yes/No or N/A	<b>COMMENTS</b>
1.	<b>Library Staffing:</b> <ul style="list-style-type: none"> <li>Does the Principal, Academic Vice-Principal, or Vocational Vice-Principal supervise the library staff?</li> <li>Does the Senior Librarian implement/plan the library program?</li> </ul>	<b>Yes</b>	The Library Technical Assistants and the Senior Librarian report to the Vocational Vice-Principal.
2.	<b>Department Operations Manual and Department Operations Manual Supplement:</b> <ul style="list-style-type: none"> <li>Is the current Department Operations Manual, Section 53060 available in the main libraries and satellite libraries?</li> <li>Is there a Department Operations Manual library supplement that is brief, and contains no new policies and/or regulations unless they are court-ordered and does the Department Operations Manual supplement reflect the current, actual local library program?</li> </ul>	<b>No</b>	The newest bound Department Operations Manual was available in every library. In Facility A Library, two additional Department Operations Manuals in 3 ring binders end half-way through the Department Operations Manual—should be discarded. The Senior Librarian has written and rewritten a Department Operations Manual Supplement over the years, but it has never been approved. The Department Operations Manual Supplement could not be found in the Department Operations Manual Supplement 3-ring binder.
3.	<b>General Population (GP) Access Hours:</b> <ul style="list-style-type: none"> <li>Are library hours of operation posted where General Population inmates can see them, and do General Population inmates have access to the library during off work hours?</li> <li>Do General Population inmates have regular access to non-legal library services?</li> </ul>	<b>No</b>	Facility A Hours (no days posted) on check-out window only. There is no posting on the library that the Facility A is open 3 days a week. Other libraries post hours on outside of the library. There is window access only on Facility A. Other libraries allow inmates inside if they are not filled with law library users.

# COMPLIANCE REVIEW FINDINGS

## LIBRARY/LAW LIBRARY SECTION

4.	<table><tr><th>General</th><th>Population/Law</th><th>Library</th></tr><tr><td colspan="3">Documentation:</td></tr><tr><td colspan="3"><ul style="list-style-type: none"><li>Is there documentation of General Population inmates' access to law library for a minimum of two hours within seven calendar days of their request for legal use?</li><li>Is there a list showing inmates who request legal access, and those who received access?</li></ul></td></tr></table>	General	Population/Law	Library	Documentation:			<ul style="list-style-type: none"><li>Is there documentation of General Population inmates' access to law library for a minimum of two hours within seven calendar days of their request for legal use?</li><li>Is there a list showing inmates who request legal access, and those who received access?</li></ul>			Yes	Documentation is very poor. Paperwork is hard to read; not well organized. There is one log for all users, legal as well as non-legal; one log for Priority Legal Users, all law library requests including those not filled are maintained on forms filed by month. Sign-out times often not filled in by users but by staff. It is strongly advised the computerized records be established.
General	Population/Law	Library										
Documentation:												
<ul style="list-style-type: none"><li>Is there documentation of General Population inmates' access to law library for a minimum of two hours within seven calendar days of their request for legal use?</li><li>Is there a list showing inmates who request legal access, and those who received access?</li></ul>												
5.	<table><tr><th>Restricted Housing Status Inmate Access:</th></tr><tr><td><ul style="list-style-type: none"><li>If there are Restricted Housing inmates in the institution, is there a Department Operations Manual supplement relating to their use of the library?</li><li>Is there a method for Restricted Housing inmates to request physical access to the law library which includes a list showing Restricted Housing inmates requests for access and inmates who actually used the library and is access granted for a minimum of one two-hour block of time if needed by the inmate, within seven calendar days of a request?</li></ul></td></tr></table>	Restricted Housing Status Inmate Access:	<ul style="list-style-type: none"><li>If there are Restricted Housing inmates in the institution, is there a Department Operations Manual supplement relating to their use of the library?</li><li>Is there a method for Restricted Housing inmates to request physical access to the law library which includes a list showing Restricted Housing inmates requests for access and inmates who actually used the library and is access granted for a minimum of one two-hour block of time if needed by the inmate, within seven calendar days of a request?</li></ul>	No	There are none on A Yard. B yard has two Administrative Segregation units and there are two additional Administrative Segregation units on each side of the institution. All Administrative Segregation units have computerized (Legal Library Electronic Data System) law libraries available on their units along with the additional mandated print material. Library staff has provided training for Administrative Segregation staff (CO's). Because of staff turnover, training should be provided at least annually and records checked periodically.							
Restricted Housing Status Inmate Access:												
<ul style="list-style-type: none"><li>If there are Restricted Housing inmates in the institution, is there a Department Operations Manual supplement relating to their use of the library?</li><li>Is there a method for Restricted Housing inmates to request physical access to the law library which includes a list showing Restricted Housing inmates requests for access and inmates who actually used the library and is access granted for a minimum of one two-hour block of time if needed by the inmate, within seven calendar days of a request?</li></ul>												
6.	<table><tr><th>Restricted Housing Status Non-Legal Library Services:</th></tr><tr><td>Do Restricted Housing inmates receive general library services?</td></tr></table>	Restricted Housing Status Non-Legal Library Services:	Do Restricted Housing inmates receive general library services?	Yes	Restricted Housing inmates receive general library services irregularly. Boxes of library books are provided to all of the Administrative Segregation units. Books may be doubles of library copies or discarded titles.							
Restricted Housing Status Non-Legal Library Services:												
Do Restricted Housing inmates receive general library services?												
7.	<table><tr><th>Library Expenditures:</th></tr><tr><td><ul style="list-style-type: none"><li>Are library funds spent for magazines/newspaper subscriptions, fiction and nonfiction books, supplies, processing, repair, and interlibrary loan fees?</li><li>If other items are purchased, are they for library use?</li></ul></td></tr></table>	Library Expenditures:	<ul style="list-style-type: none"><li>Are library funds spent for magazines/newspaper subscriptions, fiction and nonfiction books, supplies, processing, repair, and interlibrary loan fees?</li><li>If other items are purchased, are they for library use?</li></ul>	No	A major problem is that there are no magazines, Inter-Library Loan fees and limited repair supplies. The Senior Librarian's requests for library materials over the last few years have been repeatedly turned down.							
Library Expenditures:												
<ul style="list-style-type: none"><li>Are library funds spent for magazines/newspaper subscriptions, fiction and nonfiction books, supplies, processing, repair, and interlibrary loan fees?</li><li>If other items are purchased, are they for library use?</li></ul>												

# COMPLIANCE REVIEW FINDINGS

## LIBRARY/LAW LIBRARY SECTION

8.	<b>Inmate Welfare Funds (IWF) Expenditure:</b> Are Inmate Welfare Funds used to purchase newspapers, magazines, and paperback fiction books, etc.?	Yes	There is one newspaper subscription for each yard.
9.	<b>Law Library Expenditure:</b> <ul style="list-style-type: none"> <li>Does the Senior Librarian understand the process associated with receiving the mandated law discs/books through the warehouse or mail room?</li> <li>Are the Stock Received Reports completed and submitted to the Regional Accounting Office?</li> </ul>	Yes	
10.	<ul style="list-style-type: none"> <li>Are all received mandated law books and discs made available to inmates in a timely manner?</li> <li>Are the discs timely loaded on the Law Library Electronic Data System computer?</li> <li>Are the law books shelved promptly?</li> </ul>	Yes	The discs are timely loaded on the Law Library Electronic Data System computer By the Senior Librarian.
11.	<ul style="list-style-type: none"> <li>Are law library discs checked in by the Associate Information Specialist Analyst?</li> <li>If not, who checks them?</li> </ul>	No	The Senior Librarian checks in the discs.
12.	Does the librarian know what steps to take if a mandated law library book or disc is not received when it should be?	Yes	
13.	<b>Library Book Stock - Quality, Part I:</b> <ul style="list-style-type: none"> <li>Within the entire institution's libraries, is there at least one encyclopedia with a copyright date within the last five years and one unabridged dictionary (no older than five years?)</li> <li>Does the library program have at least three directories relevant to the questions asked by the population served?</li> </ul>	No	The World Book Encyclopedia is the outdated 2007 edition.
14.	<b>Library Book Stock - Quality, Part II:</b> Does each library in the institution have a current world almanac, an atlas that is no more than three years old, an English language dictionary that is no more than five years old, and a Spanish and English dictionary that is no more than ten years old?	No	The condition of the existing reference materials is fair to poor.



# COMPLIANCE REVIEW FINDINGS

## LIBRARY/LAW LIBRARY SECTION

15.	<b>Library Book Stock - Quality, Part III:</b> <ul style="list-style-type: none"> <li>Does each library regularly inspect the physical condition of their books?</li> <li>Does the library program have a book repair procedure?</li> </ul>	<b>Yes</b>	The books are inspected as they are returned. No special book repair material is used, instead scotch tape is used. Appropriate supplies and a standardized procedure are recommended. Many titles appear in very poor condition.
16.	<b>Library Book Stock - Quality, Educational Support, Literacy, Multi-Ethnicity:</b> <p>Does each library in the institution have at least one textbook and two supplemental titles which have copyright dates not more than ten years old representing each vocational and academic program in the institution, a minimum of 100 titles representing high interest/low level reading books, a minimum of 250 multi-ethnic titles, including but not limited to Black American, Asian-American, Hispanic-American (including Spanish language) and Native American materials?</p>	<b>No</b>	There are no textbooks for each vocational and academic program in the institution and fewer than the minimum of 100 books representing high interest/low level reading books. There are fewer than 250 multi-ethnic titles.
17.	<b>Library Book Stock - User Orientation:</b> <ul style="list-style-type: none"> <li>Are book collections designed to meet the needs and interests of the inmate population served?</li> <li>Does the librarian regularly meet with an inmate library advisory group, and does the library maintain a suggestion box?</li> </ul>	<b>Yes</b>	Books collections are designed to meet the inmate needs much as possible. Irregular meetings (minutes are maintained by the Vocational Vice-Principal but not shared with the Senior Librarian.) Suggestion boxes are maintained.
18.	<b>Library Book Stock - Quantity: (Department Operations Manual Book Aug)</b> <ul style="list-style-type: none"> <li>Does the current library collection contain the number of fiction and nonfiction books mandated by California Department of Corrections and Rehabilitation?</li> <li>Does this include any new books purchased through Recidivism Reduction Strategies (RRS) funding?</li> </ul>	<b>No</b>	The institution has 4700 inmates. The four libraries have about 8,000 titles which is fewer than number mandated by California Department of Corrections and Rehabilitation. A separate check-out file maintained on Recidivism Reduction Strategies funded books.
19.	Have all books purchased through the Recidivism Reduction Strategies funds been received, shelved, and inmate use tracked?	<b>Yes</b>	As many books have been shelved as received.

# COMPLIANCE REVIEW FINDINGS

## LIBRARY/LAW LIBRARY SECTION

20.	<b>Book Access:</b> <ul style="list-style-type: none"> <li>Is there a card catalog or equivalent system that inmates can use to find a book by title, author, or subject matter?</li> <li>Can inmates request books that are not in the library collection?</li> </ul>	No	The undated book catalog of Facility A contained author, title, fiction or non-fiction but no subjects. This is not an adequate catalog system. Other libraries have catalogs that are broken into genres (subjects.) There is no system set up for this process for requesting books; there is no Inter-Library Loan. Requests from inmates are not maintained formally. However, requests are incorporated into to buy lists.
21.	<b>Circulation:</b> <p>Is there an adequate library book checkout system in place and an adequate overdue system in use?</p>	Yes	There is a manual system; they should consider switching to a computerized system.
22.	<b>Mandated Law Library/California Code of Regulations, Department Operations Manual</b> <ul style="list-style-type: none"> <li>Are the Gilmore v. Lynch mandated law books up to date?</li> <li>Does the library collection have the most current California Code of Regulations/Title 15 in English and Spanish?</li> <li>Is there a method of displaying proposed and actual revisions of California Code of Regulations/Title 15 for the inmate population, and does each library have a complete up-to-date Department Operations Manual?</li> <li>Are all the Law Library Electronic Data System computers up-to-date and operating in each library?</li> </ul>	Yes	
23.	<b>Law Library - American Disability Act (ADA):</b> <p>Are American Disability Act mandatory postings present in the library?</p>	Yes	
24.	<b>Circulating Law Library:</b> <p>Is a procedure for accessing the Circulating Law Library in place?</p>	N/A	

# COMPLIANCE REVIEW FINDINGS

## LIBRARY/LAW LIBRARY SECTION

25.	<b>Court Deadlines:</b> Are court deadlines verified, and is there documentation that inmates with established court deadlines have priority access to the library?	Yes	
26.	<b>Law Library Forms and Supplies:</b> Do inmates have access to court required forms; are required legal supplies adequate and available; are procedures to distribute forms and supplies appropriate; and do all law libraries follow the same law library procedures?	Yes	There are too many forms. It is recommended that all forms that are not supposed to originate from the inmate should be discarded.
27.	<b>General Library Forms and Supplies:</b> Are adequate supplies available to process library materials, and are there standardized forms for library procedures that are used by all the libraries in the institution?	No	There are inadequate supplies available to process library materials and there are no standardized forms for library procedures that are used by all the libraries in the institution. A unified system of cataloging with all necessary supplies is recommended.
28.	<b>Inmate Clerk Training:</b> <ul style="list-style-type: none"> <li>Do inmate library/law library clerks receive documented training? Are training records maintained for each inmate employee?</li> <li>Do inmate clerks receive training on a regular basis in law library and general library processes?</li> </ul>	No	Training is mainly informal and as needed. Each inmate employee has a manila folder but there is seldom an employee job description included or any record of regular training.
29.	<b>Security and Order:</b> <ul style="list-style-type: none"> <li>Are personal alarms issued by institution to library staff; does library staff wear a whistle and the issued personal alarms?</li> <li>Are exits clearly marked and evacuation plans posted in accordance with the institution's emergency evacuation plan?</li> </ul>	Yes	

# COMPLIANCE REVIEW FINDINGS

## FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

	<b>INSTITUTION: KVSP</b> <b>DATE: 12-9-08</b> <b>COMPLIANCE</b> <b>TEAM: Mark Lechich</b>	Yes/No or N/A	COMMENTS
1.	<div> <b>Duty Description/Credentials Learning Lab</b> <b>Statement/Job – Literacy</b> </div> <p>Do you have a current duty statement on file (within one year)?</p>	N/A	KVSP does not have a Phase I/II Literacy Lab.
2.	Do you have a valid credential on file?	N/A	
3.	<div><b>Security/Order – Literacy Learning Lab</b></div> <p>Are personal alarms issued by the institution to teaching staff and worn?</p>	N/A	
4.	Are exits clearly marked and emergency evacuation plans posted in accordance with the institution's emergency evacuation plan?	N/A	
5.	<div><b>Supervisory/Support – Literacy Learning Lab</b></div> <p>Do you receive support from your supervisor and other educational staff?</p>	N/A	
6.	Does the Vice Principal visit/observe your class? Does the Principal visit/observe your class? Do you maintain a sign-in log?	N/A	
7.	<div><b>Inmate Enrollment – Literacy Learning Lab</b></div> <p>Do you maintain a minimum enrollment of 27 students?</p>	N/A	
8.	Do students receive direct/group instruction?	N/A	
9.	Is the Literacy Learning Lab a "self contained" program?	N/A	

# COMPLIANCE REVIEW FINDINGS

## FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

10.	<b>Student Records/Testing Achievements – Literacy Learning Lab</b> Do you verify non-General Education Development or non-High School graduation of the student?	N/A	
11.	Do you start a student record file upon the student entering the Literacy Learning Lab program?	N/A	
12.	Does each student have a current Test of Adult Basic Education score? <i>If not, do you refer the student for testing?</i>	N/A	
13.	Do you assess student's basic skill level? <i>Describe</i>	N/A	
14.	Are at least 90% of the California Department of Corrections and Rehabilitation Form 128E chronological reports, classroom records and accountability documents current, accurate and secured?	N/A	
15.	Are the Student Files current (incl. Test of Adult Basic Education scores and any other assessment scores)? <i>Review</i>	N/A	
16.	Is there a current Student Job Description on file?	N/A	
17.	<b>Instructional Expectations – Literacy Learning Lab</b> Do you use the approved California Department of Corrections and Rehabilitation Competency Based Adult Basic Education curriculum?	N/A	
18.	Are differentiated instructional methods used? <i>Describe</i>	N/A	
19.	Do students track their own progress?	N/A	

# COMPLIANCE REVIEW FINDINGS

## FEDERAL GRANT PROGRAMS SECTION

Workforce Investment Act (WIA)

20.	Do the students receive computer orientation? Is there continuous training? <b>Describe</b>	N/A	
21.	Do you maintain course outlines and lesson plans? <b>Review files</b>	N/A	
22.	Do you use alternative assessment instruments (besides the required Test of Adult Basic Education), to determine a student's instructional plan? <b>Describe</b>	N/A	
23.	Do students spend an average of six months of instructional time enrolled in the program?	N/A	
24.	<b>Other Services – Literacy Learning Lab</b> Do you refer students to other services, i.e. medical? <b>Describe the process</b>	N/A	
25.	Do you provide the students career-related information?	N/A	
26.	Do you have student aides? If so, how many and how are they used?	N/A	
27.	<b>Training – Literacy Learning Lab</b> Have you participated in conferences, workshops and seminars from July 1, 2007–December 31, 2008? If so, provide a list.	N/A	
28.	<b>Expenses – Literacy Learning Lab</b> Are spending levels appropriate for material purchases and training to support program needs?	N/A	
29.	<b>Equipment – Literacy Learning Lab</b> Do you maintain a complete and current inventory of equipment? Is equipment tagged with a Workforce Investment Act property tag? <b>Conduct an inventory</b>	N/A	

# COMPLIANCE REVIEW FINDINGS

## FEDERAL GRANT PROGRAMS SECTION

### Workforce Investment Act (WIA)

30.	Is your software appropriately maintained by PLATO's technical field staff? Do you have all three educational software programs (PLATO, Reading Horizons, and Reading Plus) presently in service for your students?	N/A	
31.	Do you register all new software purchases with the Associate Information Systems Analyst?	N/A	
32.	<div>Committees/Meetings – Literacy Learning Lab</div> <p>How often do you meet with the referral teacher for consultation on a student?</p>	N/A	
33.	<div>CASAS/TOPSPRO Management Information System (MIS) Coordinator</div> <p>Have you been trained in the area of California Accountability and the TOPSPRO Management Information System to appropriately perform your duties as a Comprehensive Adult Student Assessment System Coordinator? When was the date of the last training? <b><i>Dates of last trainings</i></b></p>	Yes	Mr. Thornton attended the April, 2008 and the October, 2008 TOPSPRO training conducted by the Workforce Investment Act Administrator. He also attended the Comprehensive Adult Student Assessment System Summer Institute in June.
34.	Do you have an adequate amount of Comprehensive Adult Student Assessment System (CASAS) testing materials to implement CASAS? <b><i>Explain the CASAS testing procedures at your institution.</i></b>	Yes	KVSP has an adequate amount of testing materials. Sign-Out and Sign-In sheet is used to track test booklets and test records.
35.	Are the Comprehensive Adult Student Assessment System testing materials appropriately inventoried and secured?	Yes	Locked in cabinet in Testing Office.
36.	Are you using the latest version of the TOPSPRO Management Information System software?	Yes	TOPSPRO version 5.0 Build 44.

# COMPLIANCE REVIEW FINDINGS

## FEDERAL GRANT PROGRAMS SECTION

### Workforce Investment Act (WIA)

37.	Is the hardware equipment (Scantron machine) and software (TOPSpro Management Information System) used to implement Comprehensive Adult Student Assessment System appropriately maintained?	<b>Yes</b>	The computer is in good shape. The scanner works well.
38.	Do you provide each teacher with a Student Performance by Competency Report to assistance them in preparing lesson plans?	<b>Yes</b>	Student Performance by Competency Report for teachers and students. Teacher also receives the Student Gains by Class Report.
39.	Do you know how to generate the California Payment Point Report? Can you generate a Preliminary Payment Point Report?	<b>Yes</b>	Mr. Thornton checks the report. This information assists the Coordinator with data cleaning.
40	Are the appropriate students receiving and completing the Core Performance Surveys? <b><i>Explain the process in place to ensure that students are receiving the surveys.</i></b>	<b>Yes</b>	If the ex-student is still at the institution the Comprehensive Adult Student Assessment System Coordinator locates student to complete survey and submit to the Workforce Investment Act Administrator.
41.	Can you generate an up to date list of students that will be receiving the Core Performance Survey for the past quarter?	<b>Yes</b>	First Quarter data showed "No Students Qualified". Comprehensive Adult Student Assessment System Coordinator will locate ex-students to have him fill out survey.
42.	Can you generate a Data Integrity site review?	<b>Yes</b>	Data Integrity Report is used for assisting Coordinator to locate errors in the data. KVSP has 28.7% conservative estimate pretest (diamond).



# COMPLIANCE REVIEW FINDINGS

## FEDERAL GRANT PROGRAMS SECTION

### Workforce Investment Act (WIA)

43.	Can you generate a Student Gains by Class Report? Can you produce five student Entry/Update records and Pre/Post Test records? (Check reports with Student Gains by Class Report and Student Lister. Dates, testing books, and scores should match between records)	<b>Yes</b>	This report is given to the teachers to account for the students learning gains. All records matched. I verified information from the TOPSpro software program.
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### COMMENTS ABOUT WORKFORCE INVESTMENT ACT SECTION

**KVSP needs to establish a Workforce Investment Act Inventory List for all hardware purchases. The equipment must be identified with the WIA tag number, institution tag number and equipment serial numbers.**

# COMPLIANCE REVIEW FINDINGS

## FEDERAL GRANTS PROGRAMS SECTION

Elementary and Secondary Education Act (ESEA) Program

No.	<b>INSTITUTION: KVSP</b> <b>DATE: 12-4-08</b> <b>COMPLIANCE TEAM: Sarita Mehtani</b>	Yes/No OR N/A	COMMENTS
1.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"><b>Duty Statement/Job Description/ Credentials</b></div> Do you have a current duty statement on file (within one year)?	Yes	
2.	Do you have a valid credential on file?	Yes	Expires 2011.
3.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"><b>Security/Order</b></div> Are personal alarms issued by the institution to teaching staff, and worn?	Yes	
4.	Are exits clearly marked and emergency evacuation plans posted in accordance with the institution's emergency evacuation plan?	Yes	
5.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"><b>Supervisory/Support</b></div> Do you receive support from your supervisor and other educational staff?	Yes	
6.	Do you advertise the Title I Program? Describe what methods you use to advertise this program.	Yes	Brochures to Correctional Counselor Is, Ad on institution channel on the Closed Circuit TV.
7.	Does the Vice-Principal or Principal visit/observe your class? How often? Do you maintain a sign-in log?	Yes	Biweekly.
8.	<div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;"><b>Inmate Enrollment</b></div> Do you have any involvement with the Inmate Assignment Office? <i>Describe.</i>	Yes	Assignment office provides her an under 21 list every month showing assigned and unassigned inmates.
9.	Do you have students enrolled in your program for academic instruction only? Currently, how many students are receiving only academic instruction?	Yes	6 Students.

# COMPLIANCE REVIEW FINDINGS

## FEDERAL GRANTS PROGRAMS SECTION

### Elementary and Secondary Education Act (ESEA) Program

10.	Do you have students enrolled in your program for Transitional Services only? Currently, how many students are receiving only Transitional Services?	<b>Yes</b>	3 Students.
11.	Have enrolled Elementary and Secondary Education Act students read and signed The Attendance and Performance Agreement?	<b>Yes</b>	
12.	Have enrolled Elementary and Secondary Education Act students signed an Inmate Trust Withdrawal covering classroom equipment and supplies?	<b>Yes</b>	
13.	<div style="border: 1px solid black; padding: 2px; display: inline-block; margin-bottom: 5px;"> <b>Student Achievements</b> </div> Do you verify General Education Development or High School graduation of the student? If not who does?	<b>Yes</b>	
14.	Do you maintain the student record file and portfolio? When do you begin the development of the student record file and portfolio?	<b>Yes</b>	As soon as student is enrolled.
15.	Are at least 90% of the California Department of Corrections and Rehabilitation Form 128Es, classroom records and accountability documents current, accurate and secured? <b>REVIEW</b>	<b>No</b>	Test of Adult Basic Education scores are not available.
16.	Do you have current students' Test of Adult Basic Education scores? If not, do you refer the students for testing?	<b>No</b>	Test of Adult Basic Education scores are not available.
17.	Is the Plato system used as a supplement to your academic instruction? <b>EXPLAIN</b>	<b>Yes</b>	
18.	Are you receiving California Adult Student Assessment System Reports; Suggested Next Level Test, Student Profile, and Student Performance by Competency reports? Describe	<b>No</b>	Comprehensive Adult Student Assessment System reports are not being received.

# COMPLIANCE REVIEW FINDINGS

## FEDERAL GRANTS PROGRAMS SECTION

### Elementary and Secondary Education Act (ESEA) Program

19.	Do you use any other student assessment to assist student placement? Indicate the names of those assessment tools.	<b>Yes</b>	Ms. Toner uses pre writing, Slosson reading and teacher-made tests.
20.	<b>Instructional Expectations</b> Do you Interview each eligible student before placing him in the class?	<b>Yes</b>	
21.	Do you use the approved California Department of Corrections and Rehabilitation Competency-Based Adult Basic Education curriculum?	<b>Yes</b>	
22.	Do you utilize different instructional modalities in your program? <b>Describe</b>	<b>Yes</b>	Computer Assisted Instruction; One-to-One and Small Group Instruction. Audio tapes.
23.	Are California Adult Student Assessment System and Plato report printouts shared with students and placed in their Elementary and Secondary Education Act classroom file?	<b>No</b>	Since the teacher is not receiving Comprehensive Adult Student Assessment System reports and due to computer/Associate Information Specialist Analyst issues, she is unable to print PLATO reports.
24.	Do the students receive computer orientation? If so, who provides this training? Is there continuous training?	<b>Yes</b>	Teacher does it; On-going.
25.	Do you develop an individual course of study for each student? <b>EXPLAIN</b>	<b>Yes</b>	Develops an individual education plan.
26.	Do you have a schedule and a list of assigned students? <b>EXPLAIN</b>	<b>Yes</b>	
27.	Do all the classes utilize the Elementary and Secondary Education Act program services? Name those programs that use the Elementary and Secondary Education Act Program services.	<b>Yes</b>	Distance Learning, Bridging, All Academic and Vocational Programs.
28.	<b>Transitional Services</b> Is the California Adult Student Assessment System Employability Test administered to those receiving transitional services?	<b>No</b>	The Comprehensive Adult Student Assessment System Employability Test is not being administered.

# COMPLIANCE REVIEW FINDINGS

## FEDERAL GRANTS PROGRAMS SECTION

### Elementary and Secondary Education Act (ESEA) Program

29.	Do you provide the students career-related information?	<b>Yes</b>	
30.	<div>Training</div> Have you participated in conferences, workshops and seminars in the current fiscal year? If so, provide a list.	<b>Yes</b>	PLATO Training - Nov. 2008.
31.	<div>Equipment</div> Is your inventory of equipment current? <i><b>Provide a list.</b></i>	<b>Yes</b>	
32.	Is equipment tagged with an Improving America's Schools Act/Elementary and Secondary Education Act property tag? <i><b>Conduct an inventory.</b></i>	<b>Yes</b>	
33.	<div>Committees/Meetings</div> Do you participate in the institution's quarterly Site Literacy Committee meetings?	<b>No</b>	There is no Site Literacy Committee at the institution.
34.	Do you participate in school and/or institutional programs/projects? <b>Explain</b>	<b>Yes</b>	Western Association of Schools and Colleges, Resource Committee.
35.	Do you meet with the referral teacher for consultation about a student? How often?	<b>Yes</b>	Weekly Basis.